THE UNIVERSITY OF CALIFORNIA, SANTA BARBARA
OMBUDS OFFICE

Campus Ombuds, Who are they?
THE OMBUDS PROFILE PROJECT

A Work in Progress

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Presented at the 2002 CCCUOA Annual Conference, Asilomar Conference Grounds
THE RIGHT STUFF: the Habit, Heart and Science of Ombudsing

Participating Ombuds: Frances Bauer, Thomas Bailey, Andrea Briggs, Vicky Brown, Jenna Brown, Gary Buckley, Michael Chennault, Suzanne Chappellet, Donna Clark, Martine Conway, Claudi D'Albini, Sandra Duncan, Alice Earp, Eleanor Funk, Rosa Garner, Tim Griffin, Helen Hasenfeld (fictitious case studies presented at past conferences), Tommie Howard, Tuesday Hambrick (when time permits), Gary Insley, Noor Khan, Misa Kelly, Shelly Lancaster, Alan Lincoln, Larry Lunsford, Molly McAvoy, Elizabeth Novack, Bonnie B.C. Oh, Savander Parker, Susan Rademacher, Patrick Robardet, Marthanne Robson, Mary Rowe, Jennifer Walters, Linda Wilcox, Geoffrey Stearns, Ned Schillow, Tom Sebok, and Bob Shelton.

"We Learn From Each Other. We Teach By Example"

Stanley V. Anderson
Ombuds Scholarship Pioneer
Professor Emeritus
Political Science, UCSB

Special thanks to:

The participating ombuds who have contributed thus far and to those who will contribute in the future;

and to,

Stanley V. Anderson,
Michael Chennault,
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Lois Price Spratlen,
Geoffrey Stearns,
and Geoffrey Wallace….. for their mentoring, inspiration, and support as I embark on a new adventure within the campus ombuds community.

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HOW TO PARTICIPATE

If you would like to participate in the Ombuds Profile Project, please contact Misa Kelly. Following is the pertinent contact information.

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Comments, thoughts, and suggestions are readily welcome and integrated into the process.

ABOUT THE PROJECT

The idea for the Ombuds Profile Project was developed in tandem with the Case Study Project. While the Case Study Project addresses the question; campus ombuds: what do they do and how do they do it?; the Ombuds Profile Project addresses the simple question; campus ombuds: who

are they?". The following questions were devised to help paint a portrait of who campus ombuds are: as a collective, and as individuals.

Questions

- How did you come to be an ombuds?
- What is your educational background?
- How many years have you worked as an ombuds?
- Which community do you serve and how large is it? (Staff, Faculty, Student, other)
- When was your office established and how did it come into existence?
- Which office do you answer to?
- What is your greatest accomplishment?
- Do you have a vision for the future of ombuds?
- What education/events/readings have helped to shape your practice?
- What do you find rewarding about the work?
- What is the single most important tool that you utilize in your work?

This particular collection represents a snapshot in time of information received thus far from Ombuds Profile Project participants. In the spring of 2002 questionnaires were sent out with a call for case studies to 103 campus ombuds in the United States, Canada, and Australia (65 women, 32 men, 6 to "ombuds offices" without ombuds listed). Of the 103 ombuds, 39 ombuds expressed a desire to participate (26 women, 16 men). To date I have received eleven responses to the questionnaire (6 women, 5 men). I've yet to receive responses from 29 participants. The information received to date has been organized in three ways:

1) arranged as a campus ombuds composite derived from blended responses;
2) arranged by question;
3) arranged by ombuds, in alphabetical order, to articulate individual responses providing a sense of who campus ombuds are as individuals.

Our office is currently working on preparing to post this information online. We have set a goal of January of 2003 to get the Ombuds Profile Project up and running along with the Case Study

Project (http://www.sa.ucsb.edu/ombuds/). The website will be updated bi-annually to incorporate new works received from participating campus ombuds.

A CAMPUS OMBUDS COMPOSITE

The campus ombuds is more likely to be female than male. Prior to working as an ombuds she/he had been working in a field that had little to do with alternative dispute resolution. She/he worked on the campus prior to becoming an ombuds and learned of the position via "word of mouth" through an extended invitation to apply by someone within the campus community, a recommendation to the position, or being informed by a peer of the job opening. Another avenue she/he might have entered the field was through working as an "Assistant to the Ombuds" and being promoted from that position. Whatever the case, the campus ombuds has worked in the capacity of ombuds for five years or less.

She/he is well educated holding a masters degree in one or two areas. The breadth of her/his education is staggering. Fields of study include: alternative dispute resolution, anthropology, business economics, choreography, college student personnel administration, communication, dance, english, health care management, history, law, philosophy, police sciences, and sociology.

The community that the campus ombuds serves is over 20,000. She/he serves the staff, students, and faculty of the campus. The ombuds office itself was most likely established in the 1970's although there is a good chance that the office may have been established in the 1990's. The office itself came into existence in a variety of ways. It may have been established by the Provost, the Academic Senate, the Student Union/Association, the Board of Governors, the State Board of Regents, the Chancellor, or the Associate Dean. Who the ombuds answers to is equally diverse and may include: the Executive Vice Chancellor, The Office of the Provost, The President of the University, the Coordinating Committee on Operational Matters, the Dean of Undergraduate Studies, The Vice President for Student Affairs, to "no one", and to the Associate Dean.

Education, events, and readings that have helped to shape the ombuds practice are broad in scope. The campus ombuds benefits from the following: remaining current with issues, trends, and legal aspects of higher education, mediation training, mentoring and interaction with experienced ombuds. She/he also benefits from attending the California Caucus of College and University Ombuds Association's (CCCUOA) Asilomar conferences, University College Ombuds Association (UCOA) conferences. Research in communication in conflict, alternative dispute resolution, listening skills, and restorative justice training has also proved helpful.

Some of the readings that have helped shape the practice include: Fisher and Ury's *Getting to Yes,* Chris Moore's *The Mediation Process*, Dan Millan's *The Way of the Peaceful Warrior*, H. Arnold and D. Feldman's *Organizational Behavior,* Kenneth Cloke's *Mediating Dangerously, The International Ombudsman Anthology,* the collection of 5 articles in the *Negotiation Journal* devoted to ombudsing*, The International Handbook of the Ombudsman* edited by Gerald E.

Caiden, The Center Magazine's article *"Ombudsman on the Campus: A discussion with Geoffrey Wallace"*, and UCOA's *The Ombuds Handbook.*

Life experiences that have helped shape the ombuds practice include: dedication to life-long learning, learning to work with people from different cultures under intense stress, living a life passionate about peace, and seeking to live a life of integrity.

As her/his greatest accomplishment the campus ombuds might cite one of many different achievements. Accomplishments include: work on individual files, assisting students in managing roadblocks hampering matriculation, recipient of a 1988 Nobel Prize for Peace as a UN peacekeeper, helping to start the first Restorative Justice program at a major university in the U.S., using many years of service to the university to help faculty, putting work as an anthropologist to useful work in a context outside of that profession, helping to alter the way residents are treated, and/or transcending the odds, rising above the circumstances, and having the courage to choose the path of most growth.

The campus ombuds finds the work rewarding. The work is never dull, and people cease to amaze the ombuds. She/he enjoys working in a learning environment and appreciates the "learning, endless learning; growing endless growing". The campus ombuds enjoys helping those in need to heal relationships, solve problems, and resolve conflicts. She/he is rewarded each time she/he sees someone leaving the office smiling and full of hope that had entered crying and despondent. The campus ombuds is grateful that their practice contributes to the process of peace and to the betterment of humanity.

Ombudsing presents many challenges. It is tough at times to not favor one side or another and remain neutral/impartial. The campus ombuds finds it difficult at times to leave work at work and not take things home. It can be frustrating cutting through red tape, dealing with close-minded and difficult clients, and encountering individuals committed to "winning" or "being right". Additionally, the work may leave one feeling isolated, and emotionally drained.

Important tools found in the ombuds toolkit include: listening, patience, persistence, balancing creative and analytical problem solving skills, and debriefing with colleagues.

The campus ombuds is a visionary. On the horizon she/he sees an ombuds office in every university and college. Ombudsing has gained legitimacy in higher education as a useful and important alternative for managing and resolving conflicts and promoting justice within institutions. A continuum of experience exists in the office. One year terms have been extended, and the appropriate staffing provided in order to optimize the campus benefits from ombudsing. The office is respected, well known, and is a "first thought" for the campus community when seeking assistance in resolving a problem.

The ombuds knowledge base has increased, and more specilization among the skill sets has occurred. Ombuds have effectively met the challenges of increased enrollment, budget cuts, and an increase in the complexity of issues, both legal and moral. The ombuds concept has evolved, is readily understood by the public, and very few individuals have difficulty pronouncing the

word. Clear boundaries are defined between the different categories of ombuds, types of ombuds, their primary function, and roles.

Many research and special interest projects have been finished and new projects have begun. State wide shield laws legally guaranteeing ombuds confidentiality have been created. The areas of disagreement between ombuds working in different categories (classical/executive/organizational/quasi/specialty/advocate) have been resolved and a common "language" has been created that enables ombuds scholars to make legitimate comparisons of ombudsmanship in different institutions. The Ombuds Profile Project, The Case Study Project, and The Ombuds Oral History project have expanded as research resources to include the work of all categories and types of ombudsing.

The California Caucus of College and University Ombuds continues to meet at Asilomar. The conferences are well document and select transcripts are available online as learning resources. The Caucus Journal has published an anthology which is found in the library of every major university. It has also been made available online. Alternative Dispute Resolution has become a field of study within Political Science Departments and an emphasis in ombudsing is offered. Peer ombuds groups join the efforts of peer mediators in high shools. An international ombuds is appointed and joins a team of international alternative dispute resolution practitioners to problem solve for acts of injustice and unfair processes. Progress is made toward problem solving for world peace.

COMPARING THE GROUP RESPONSES

How did you come to be an ombuds?

Although the story of how each campus ombuds found their way to the work is unique, over half of the ombuds questioned indicated that they came to the profession as a consequence of knowing someone else who either invited them to apply, informed them of an opening, or recommended them to the position of ombuds. In addition, ombuds came to their profession by working as the Assistant to the Ombuds before being promoted to Assistant Ombuds. Some ombuds "stumbled upon" the work while seeking a change in employment.

Following is a detailed look at ombuds responses:

Process of Entrance	Number of Ombuds
Working within the campus community in another profession, invited to apply for the position of ombuds.	4
Promoted to ombuds after working as Assistant to the Ombuds.	2
Looking for a change and "stumbled" into the field	2
Recommended to the position	1

Informed of an opening by a peer	1
Learned of the profession in an academic setting, met ombuds, applied for an ombuds position that opened up.	1

What is your educational background?

Within the group of participating ombuds no two ombuds share an identical educational background with the exception of two ombuds who received a BS in Communication. From this small sample the highest degree held by campus ombuds is a masters degree.

Highest Degree Held	Number of Ombuds
BA	1
Masters	8
Ph.D.	2

Following is a breakdown of the types of degrees represented within the group.

- BA, Health Care Management
- BA, Business Economics, MFA
- MFA, Philosophy & MFA, English
- MA, Social Work with a Clinical License
- BS and MS, Communication
- BA, MA, History, Working on a Ph.D./History
- Masters in Law, Alternative Dispute Resolution
- BA, Sociology ; M.Ed. in College Counseling and Student Personnel Administration
- Diploma in Police Sciences; Certificate in Hostage Negotiation; Certificate in Mediation; BA - Political Science; Transport Canada - Certified Flight Instructor, Commercial Pilot Course, Instrument Instructors Course; Canadian Armed Forces (Reserve) - Engineering Instructor Certificate, Senior Leadership (Instructors) Course, Instructional Techniques Course (certificate), Range Safety and Small Arms Instructor, Senior Instructors Course (for Basic Recruit Training); RCMP Certified Facilitator -Restorative Justice; Post-grad Certificates - Addictions Counseling (CDW) and Group Dynamics(LSC); Human Resources Development Canada - Employment Counseling Certificate; MA (candidate) - Organizational Leadership & Training.
- BS, Communications (journalism), MS, College Student Personnel Administration, Ph.D., Higher Education Administration
- Ph.D., Anthropology

Questions for further exploration.

1) How does education, work experiences, and life experiences influence the cultivation of an ombuds style, system process, and system structure?
2) Is there a particular background most suited to ombudsing?
3) What skills are developed in each field of study represented in the ombuds community, and which skills are now transposed into the ombuds practice, and how.
4) What skills would a particular field tend not to cultivate that are essential for developing an effective ombuds practice. What additional training would be necessary to enhance the ombuds complaint handling toolkit?

How many years have you worked as an ombuds?

As with degrees held, the duration individuals have worked as an ombuds is extremely varied. Within the group, the majority of ombuds have worked at their profession for less than five years.

Duration of Service	*Number of Ombuds*
20 + years	1
10 - 20 years	2
5-10 years	2
less than five years	7

Duration of Service	*Number of Ombuds*
24 years	1
12 years	1
8 years	1
5 years	1
4 years	2
3.5 years	1
2 years	1
1.5 years	1
1 year	1
7 months	1

Questions for further consideration.

1) Do ombuds who have worked less participate more frequently in ombuds research?
2) Does the data suggest that there is an increase in the number of offices established?
3) Does it indicate that ombuds work in the profession for approximately five years and then move on to something else?

Which community do you serve and how large is it?

The communities served and the size of the communities varies from ombuds to ombuds. The community most likely to be served were campus staff, student, and faculty; and the size of the community served was likely to be over 20,000.

Community Served	*Number of campus that serve this particular community*
Students only	1
Faculty only	1
Student & Senior Management only	1
Student & Faculty only	1
Student, staff, faculty,	5
Student, staff, faculty, other	2

Size of Community Served	*Number of Institutions with this Size*
34,000	1
33,000	1
30,000	2
26,000	1
22,000	1
18,500	1
18,000	1
4,000	1

When was your office established and how did it come into existence? Which office do you answer to?

From the responses received thus far it appears as if the bulk of offices were started in the 70's, and then again in the 90's. Offices are established by various entities including: the Provost, the Academic Senate, the Student Union/Student Association, Board of Govenors, State Board of Regents, The Associate Dean. The offices ombuds answer to include: the Office of the President, the Executive Vice Chancellor, The Office of the Provost, The President of the

University, The President of the Student Union, The Ombuds Advisory Council, Coordinating Committee on Operational Matters, Dean of Undergraduate Studies, Vice President for Student Affairs and Human Resources, and Associate Dean.

Year established	*How position came into existence*	*Who ombuds answers to*
1968	Established by Provost.	Office of the President
1970	By a sense of motion of the Academic Senate.	Executive Vice Chancellor Ombuds Advisory Committee
Early 1970's	Information not provided.	The Office of the Provost
1970's	Established by the Student Union.	The President of the University, The President of the Student Union
1974	Began as student association position.	Coordinating Committee on Operational Matters
1975	Information not provided.	Executive Vice Chancellor
1980's	Developed for students encountering problems within the division.	Dean of Undergraduate Studies who reports to the Provost
1994	Result of several years of lobbying by several department supervisors and the student society of the Board of Governors. Established by policy of the Board of Governors.	None. Report to a committee made up of representatives from the Faculty Association, the 2 unions on campus, student society, and a senior administrator.
1997	Established by the Florida Board of Regents.	Vice President for Student Affairs and Human Resources
1994	The group that represents faculty interests, the BFA, passed a resolution asking the Chancellor to create an Ombuds Program for faculty use.	Don't really answer to anyone. Administratively located in the Ombuds Office, tend to work with director of that office.
2001	Request of the Associate Dean	Associate Dean, Director of Med Ed for fiscal matters

Questions for further consideration:

1) How is an ombuds practice effected by who it answers to and who establishes the office?
2) Is there one scenario that maximizes the efficiency and effectiveness of an ombuds office?

If so, ought campus ombuds attempt to alter their reporting relationship and revise charters in order to better serve their communities?

What is your greatest accomplishment?

The response to this question illustrates that what ombuds perceive as their greatest accomplishment spans a broad spectrum with no two ombuds citing similar accomplishments.

Following is the list of greatest accomplishments expressed by participating ombuds.

- Helping a program to alter the way the residents were treated.
- Intercessions that lead to graduation.
- Being one of the recipients of the 1988 Nobel Prize for Peace awarded to UN Peacekeepers. As an ombuds having the honour of being a Co-Convenor for the 2002 CCCUOA conference.
- Survival. Transcending the odds, rising above the circumstances, and having the courage to choose the path of most growth.
- I can't claim any GREAT accomplishments but I am pleased to be able to use my many years of service to the University in a way that helps faculty.
- Identifying major systemic breakdowns that affect people on an individual level. We have advocated student positions in cases in which the head of a department was intimidating students against speaking openly about their complaints concerning the curriculum. We have publicized flaws in the financial aid system, and this allowed certain students to remain at the University.
- The work I do on individual files.
- In general, assisting many students to get around and/or over roadblocks that have hampered their matriculation.
- Helping to start the first Restorative Justice program in the U.S. at a major university.

Do you have a vision for the future of ombuds?

Again, the response to this question, as with other questions illustrates that diversity is the constant within the ombuds profession. The responses are as follows:

- A vision for the future? Hmm…as an ombudsman who models her practice on classical, legislative ombudsman, I would like to see the role clearly defined in institutions like universities and corporations. I am not sure I understand the boundaries of the organizational ombudsman role. It seems close to management function. I guess that's not a vision, is it? It's more of a question, or even a quest.
- To have an ombuds office in all Universities and Colleges.
- I hope that soon this office will become a first thought for problem resolution rather than "I forgot you were here until someone reminded me".
- Colleges and Universities will see increased enrollment, decreased funding, and an increase in the complexity of issues, both legal and moral. We, as ombuds, will deal increasingly with more students, faculty and staff suffering from mental health issues. Individually we need to increase our knowledge base and I foresee a need for more specialization among the ombuds skill sets.

- I don't know if it is so much of a vision, but more of a lengthy to do list which illustrates what I'd like to contribute to the field of ombudsing: finish the three papers I'm working on, continue to carve out new works for the Ombuds Oral History project, develop an ombuds training manual/training seminar, expand the case study project, contribute to fostering a better understanding of the function, process, and structure indicative to different categories and types of ombuds, work on a doctorate in the area of ombuds scholarship, and be open to whatever else comes my way.
- I'm not sure if it's a vision for the future but I think it is likely that ombuds programs specifically for faculty will become more and more common while at the same time the faculty's enthusiasm for such programs will wane. The former is likely because faculty ombuds programs are regarded by administrators as ways of reducing lawsuits, the latter because faculty assume that ombuds programs will help them get what they want. Faculty, in other words, think of ombuds as having the authority of the classical ombuds when in fact what they have is neutrality as their strongest asset. We don't serve to help one side prevail or the other but that is what many faculty expect of us.
- I hope that we are able to create a continuum of experience in this office. It is difficult with only two people that are both on one-year terms, however I believe that we can forge a stronger relationship with other divisions in the University and become a more widely used tool for community members.
- I feel that the ombuds concept is continuing to evolve and is just starting to be understood by the public. I am glad that the concept is being tested in different settings to see where it does/and doesn't work.
- My vision is for the office to become bigger and better known. I was a one-person operation until a month ago when two current staff members were assigned to help with student cases. I am also the assistant vice president for student affairs, and the ombudsperson role is only about half of my job time.
- My vision for the near term includes our gaining state-wide shield laws legally guaranteeing ombuds confidentiality and developing a common "language" for measuring what we do so that legitimate comparisons can be made between the work of ombuds at different institutions. For the long-term, my vision is that the ombuds concept will spread to more institutions of higher education and gain legitimacy in higher education as a useful and important alternative for managing and resolving conflicts and promoting justice within institutions employing ombuds.

Question for further consideration.
How can we make our visions become a reality?

What education/events/readings have helped to shape your practice?

- Asilomar Journals and Conferences, UCOA, books and articles on diversity and student culture.

- I adjunct for the College of Communication and teach Communication in Conflict. The research I do for this course is very helpful.
- Education: Addictions Counseling and Group Dynamics; and not the MA program
  Readings: "The Way of the Peaceful Warrior", by Dan Millman; "Organizational Behavior", by H. Arnold and D. Feldman.
  Events: My life…being dedicated to life-long learning. Learning to work with people from different cultures under intense stress in potentially life threatening situations as an unarmed UN peacekeeper.
- Education: Mediation Certification Program taught by Kenneth Cloke in Santa Monica.
  Conferences: Attending the CCCUOA annual Asilomar conference.
  Mentoring: Support & guidance from Geoffrey Wallace (day to day practice), Geoffrey Stearns (observation, co-facilitation), Michael Chennault (ombudsmanship reflections), Jan Schonauer (project encouragement), Stanley Anderson (project encouragement), Lois Price Spratlen (project encouragement).
  Readings: All & everything I could get (and still get) my hands on related to ombudsing, conflict, alternative dispute resolution, listening skills.
  Events: Living my life with a passion for peace and a desire to live a life of integrity.
- The mediation training at CDR was a mind blower to this old ombuds. I thought the work would call upon me to be a kind of avuncular sage, but I learned some simple things in training that lead me to do the work better. Just distinguishing interest from positions changed my way of thinking about conflict.
- We have relied mostly on advice carried down from the previous ombuds and administrators.
- I have done extensive reading in ADR theory as a part of my masters. Howard Gadlin's and Deborah Kolb's work has influenced my practice. I continue to learn at each ombuds conference I attend.
- Nothing in particular has helped to shape my practice. Just remaining current with student cases. I am also the assistant vice president for student affairs, and the ombudsperson role is only about half of my job time.
- Fisher and Ury's Getting to yes; Chris Moore's The Mediation Process; Mediation training at CDR in Boulder, Co; Participation in workshops at UCOA and Cal Caucus conferences; readings in the Journal of the California Caucus of College and University Ombuds; interactions with experienced ombuds such as Mary Rowe, Howard Gadlin, Geoffrey Wallace, Ron Wilson, Ella Wheaton, and Bob Shelton; real life experiences with being deposed in court cases and arguing (successfully) that I should not have to testify due to the "ombuds privilege"; Restorative Justice training in Facilitating Community Group Conferences; Visions, INC. Multicultural Training; Counseling the Culturally Different;

multicultural Counseling courses at the University of Colorado at Denver; numerous articles by Mary Rowe.

Question for further consideration.

What would an ombuds extended learning experience include in its curriculum, training, and work experience?

What do you find rewarding about the work?

The overall tone of these responses indicate that, in general, ombuds enjoy helping others. Following are some of the rewards of ombudsing.

- It is never dull. People never cease to amaze me.
- It is always rewarding to help people arrive at new ways of viewing or dealing with hurtful situations.
- Working to help people help themselves in resolving conflicts. Working in a learning environment.
- The chance to put my training as an anthropologist to useful work in a context outside the profession.
- Seeing the affect on individuals and making a contribution to the university. It's nice to see that the University needs me as much as I need it.
- Helping individuals figure out how to solve their own problems and do it well. I love working with young people.
- I find the mere fact of helping someone in need who has no where else to turn rewarding in itself.
- Helping people find ways to heal relationships and to find their own solutions to problems that, prior to their coming to the Ombuds Office, seemed overwhelming and unmanageable to them.
- Seeing those who enter the office crying leave smiling and full of hope. Knowing that my practice contributes to the process of peace contributing to the betterment of humanity. The learning, endless learning. The growing, endless growing.

What do you find challenging about the work?

A theme that seemed to repeat in this arena was that of maintaining a neutral stance. When reading other ombuds responses I found it easy to relate with many of the challenges cited by other ombuds.

- Maintaining my neutrality. Trying not to advocate for one side. Working within a system which is inherently flawed, tying to change these flaws time and again.
- At this time my biggest challenge is that I don't have the volume to do ombuds related work all day. I get stuck with updating policies…yuck!
- Starting from a place of ignorance and carving out an understanding of the practice.
- Not taking it home…self care. The present funding issues in BC and subsequent staff lay-offs.
- Avoiding the temptation to favor one side over the other.
- Being both an employee for the administration and an advocate for student interests. It can be difficult to remain neutral in cases and it often feels as though you are everyone's enemy.
- I find this job very isolating and at times, emotionally draining. I lack the counseling background that I think would be an asset here.
- The most challenging part is cutting through red tape and dealing with close-minded and difficult administrators, faculty, and/or staff.

- Helping some people avoid the tendency many people exhibit to want to "win" and "be right" and to make others "lose" or "be wrong" - rather than to seek ways of managing or resolving disputes that allow others to "save face".

Question for further consideration.
What are the common challenges ombuds face, and what are some actions that can be taken to make the challenges easier?

What is the single most important tool you use in your work?

It is no surprise to discover that listening is perceived as the single most important tool used in one's ombuds practice. Unfortunately, this question was not posed to all participating ombuds. The question was added at a later date than the initial mailing as an afterthought. Following is the collection of responses.

- Listening
- It is a triple tie breaker between picking the brains of my colleagues during debriefings, listening skills, and a balance between creative and analytical problem solving skills.
- Neutrality
- The computer, reasoning skills
- Listening well
- The single most important tool I utilize in my work is patience. A close second is persistence.

Question for further consideration.

What are the most commonly utilized tools in an ombuds profession, and what sort of training/information ought be made available to new ombuds to prepare them for starting an ombuds practice?

OMBUDS AS INDIVIDUALS

Frances Bauer, University of Western Ontario
Donna Clark, UC Irvine
Sandra Duncan, UCSF-Fresno
Alice Earp, Florida State University
Gary Insley, Camosun College

Misa Kelly, UC Santa Barbara
Jack Kelso, University of Colorado at Boulder
Noor Khan, University of Chicago
Shelley Lancaster, McMaster University
Larry Lunsford, Florida International University
Tom Sebok, University of Colorado at Boulder

I chose to preserve the ombuds profiles on an individual basis to illustrate the unique setting and background of each ombuds. Additionally, at a later date, I hope to examine and evaluate the relationship between who the ombuds are as individuals in relation to their process and style as articulated through the development of case studies.

Frances Bauer, University of Western Ontario

http://www.uwo.ca/ombuds/

At Concordia University in Montreal where I first did ombuds work, full-time faculty and staff were invited to apply to the ombudsman position. If successful, faculty were given a course release; a staff person like myself received a stipend. I was intrigued by the role and applied.

I have two master's degrees, both in Arts (philosophy, English). I worked as an ombudsperson first in 1978. I have been full-time in my present position at the University of Western Ontario since 1988.

My office serves students. There are about 30,000 students at Western. We also serve as a resource for faculty and staff (and parents) who call with queries.

The ombudsman function began as one aspect of a student association position in 1974, evolved to a part-time staff and eventually to a full-time staff position in the early 80's.

The office is defined as being independent of other units at Western. We report to a Coordinating Committee on operational matters (budget, performance review, promotion and so on). Our Annual Report is published each year in the university paper.

This work has taught me how to listen. I value that. I consider it to be as great an accomplishment as learning a foreign language.

A vision for the future? Hmm…..as an ombudsman who models her practice on classical, legislative ombudsman, I would like to see the role clearly defined in institutions like universities and corporations. I am not sure I understand the boundaries of the organizational ombudsman role. It seems close to a management function. I guess that's not a vision, is it? It's more of a question, or even a quest!

Donna Clark, Associate Ombuds, UC Irvine

http://www.ombuds.uci.edu/

- How did you come to be an Ombuds?
  I started as an administrative assistant, was promoted to Assistant Ombudsman, and am currently the Associate Ombudsman.

- What is your educational background?
  Bachelor's Degree in Health Care Management from Cal State Long Beach

- How many years have you worked as an Ombuds?
  8 (9 years in the office) as of Spring 2002.

- Which community do you serve and how large is it?
  I serve all populations including Irvine community and UCI Medical Center. There are approximately 9,000 employees and 25,000 Students

- When was your office established and how did it come into existence?
  The office was founded approximately 27 years ago. The first Ombudsman at UCI was Ron Wilson. Ron retired in June, 2002.

- Which office do you answer to?
  Our office answers to the Executive Vice Chancellor.

- What is your greatest accomplishment?
  Starting an Office at UCI Medical Center. The Medical Center is approximately 15 miles North of the Campus.

- Do you have a vision for the future of Ombuds?
  To have an Ombuds office in all Universities and Colleges.

- What education/events/readings have helped to shape your practice?
  Asilomar Journals and Conferences, UCOA, books and articles on diversity and student culture.

- What do you find rewarding about the work?
  It is never dull. People never cease to amaze me!

- What do you find challenging about the work?
  Maintaining my neutrality. Trying not to be an advocate for one side. Working within a system which is inherently flawed, trying to change these flaws time and again.

Sandra Duncan, Ombudsperson, Office of Medical Education

UCSF-Fresno

http://www.ucsfresno.edu/ombuds/

- How did you come to be an ombuds?
  I had been working in the Medical Education Program at UCSF Fresno for 12 years as the Director of Behavioral Pediatrics. I was looking for a change when the opportunity came up to create an ombuds office for our program. So I jumped on it.

- What is your educational background?
  Master in Social Work with a clinical license.

- How many years have you worked as an ombuds?
  1.5 (Fall of 2002)

- Which community do you serve and how large is it?
  I serve mostly Graduate Medical residents and faculty.

- When was your office established and how did it come into existence?
  Our office was established in 2001 at the request of the Associate Dean.

- Which office do you answer to?
  To the Associate Dean. For fiscal matters I answer to the Director of Med Ed

- What is your greatest accomplishment?
  Thus far probably helping one of our programs to alter the way the residents were treated.

- Do you have a vision for the future of ombuds?
  I think that the longer the office is open the more it will be utilized. It has taken some time to insert the role of the Ombudsman into the culture here at UCSF Frenso but we are gaining ground everyday.

  I hope that soon this office will become a first thought for problem resolution rather than "I forgot you were here until someone reminded me."

  Medica culture is very slow to change.

- What education/events/readings have helped to shape your practice?
  The California Caucus Retreat, Mediation Training, and accessing experienced ombuds by phone.

- What do you find rewarding about the work?
  It is always rewarding to help people arrive at new ways of viewing or dealing with hurtful situations.

- What do you find challenging about the work?
  At this time my biggest challenge is that I don't have the volume to do ombuds related work all day. I get stuck with updating policies...yuck!

Alice Earp, Student Academic Ombuds, Florida State University

http://www.fldcu.org/asa/ombuds.asp

- How did you come to be an ombuds?
  I served as the Director of the Office of Undergraduate Studies for 4 years. In this position you hear numerous academic appeals for drops, withdrawals and reinstatement. We monitor academic progression and matriculation of 8,000-10,000 students.

- What is your educational background?
  BS and MS in Communication (Interpersonal).

- How many years have you worked as an ombuds*?*
  4 years (as of 2002).

- Which community do you serve and how large is it?
  I serve undergraduate students only, 30,000.

- When was your office established and how did it come into existence?
  When the Division of Undergraduate Studies was established in the 1980's, an ombuds was developed for students encountering problems within the division. In 1995 the state of Florida mandated that each institution have an ombuds. My position was chosen to serve as the contact and or liaison for the students and the Board of Regents.

- Which office do you answer to?
  The Dean of Undergraduate Studies who reports to the Provost.

- What is your greatest accomplishment?
  Intercessions that lead to graduation.

- What education/events/readings have helped to shape your practice?
  I adjunct for the College of Communication and teach Communication in Conflict. The research I do for this course is very helpful.

- What is the single most important tool you utilize in your work?
  Listening

Gary Insley, NPL, Ombudsman, Camosun College

www.camosun.bc.ca/divisions/ombud

- How did you come to be an ombuds?
  I had done several workshops for the counseling staff and student success facilitators as an outside contractor. As a result of the relationships that had developed from the workshops I was asked if I would be interested in applying when the ombuds position came open.

- What is your educational background?
  Diploma in Police Sciences; Certificate in Hostage Negotiation; Certificate in Mediation; B.A. - Political Science; Transport Canada - Certified Flight Instructor, Commercial Pilot Course, Instrument Instructors Course; Canadian Armed Forces (Reserve) - Engineering Instructor Certificate, Senior Leadership (Instructors) Course, Instructional Techniques Course (certificate), Range Safety and Small Arms Instructor, Senior Instructors Course (for Basic Recruit Training); RCMP Certified Facilitator -Restorative Justice; Post-grad Certificates - Addictions Counseling (CDW) and Group Dynamics(LSC); Human Resources Development Canada - Employment Counseling Certificate; M.A. (candidate) - Organizational Leadership & Training.

- How many years have you worked as an ombuds?
  Two years (as of 2002).

- Which community do you serve and how large is it?
  I serve the student population as well as advise senior management on policy and procedures for a college community of 18,000.

- When was your office established and how did it come into existence?
  The office was established in 1994 as a result of several years lobbying by several department supervisors and the student society to the Board of Governors. The office was established by policy of the Board of Governors. It is, by policy, outside of the normal employment and administrative processes of the college keeping it independent and impartial.

- Which office do you answer to?
  None. I report to a committee made up of representatives from the Faculty Association, the 2 unions on campus, the student society and a senior administrator.

- What is your greatest accomplishment?
  Being one of the recipients of the 1988 Noble Prize for Peace awarded to UN Peacekeepers. As an ombuds having the honour of being a Co-Convenor for the 2002 CCCUO conference.

- Do you have a vision for the future of ombuds?
  Colleges and universities will see increased enrollment, decreased funding, and an increase in the complexity of issues, both legal and moral. We, as ombuds, will deal increasingly with more students, faculty and staff suffering from mental health issues. Individually we will need to increase our knowledge base and I can foresee a need for more specialization among the ombuds skill sets.

- What education/events/readings have helped to shape your practice?
  Education: Addictions Counseling and Group Dynamics; and now the M.A. program.
  Readings: "The Way of the Peaceful Warrior", by Dan Millman; "Organizational Behaviour", by H. Arnold and D. Feldman.
  Events: My life ... being dedicated to life-long learning. Learning to work with people from different cultures under intense stress in potentially life threatening situations as an unarmed UN peacekeeper.

- What do you find rewarding about the work?
  Working to help people help themselves in resolving conflicts. Working in a learning environment.

- What do you find challenging about the work?
  1) Not taking it home ... self-care.
  2) The present funding issues in BC and subsequent staff lay-offs.

Misa Kelly, Assistant Ombuds, UCSB

http://www.sa.ucsb.edu/ombuds/

- How did you come to be an ombuds?
  The work I was doing for a small geological firm was rapidly coming to a close due to a change in partnership. I was in search of a new artist "bread & butter" gig. The work environment I had been working in was a tad bit too dysfunctional for my taste. I decided that who I worked for was much more important that what I did. I called three individuals who I had a great deal of respect for that lived life honestly. Dr. Geoffrey Wallace was one of the three. There happened to be an opening in the office, I applied, and the rest is history. I am embarrassed to admit I had a hard time pronouncing "ombuds" for several weeks and I had to look the meaning up in a dictionary. Ignorance was my biggest hurdle to overcome.

- What is your educational background?
  B.A. Business Economics, MFA, Mediation Certification, Visual Arts

- How many years have you worked as an ombuds?
  Two years (as of 2002) in the office, 7 months as an ombuds.

- Which community do you serve and how large is it?
  Our ombuds office serves the staff, students, and faculty of the UCSB community: 17,724 undergraduate students, 2,649 graduate students, 223 full time staff, 272 part time staff, 915 full time faculty, 200 part time faculty.

- When was your office established and how did it come into existence?

The UCSB Ombuds Office was established in 1970 by a sense motion of the Academic Senate. While the majority of campus ombuds are categorized as organizational ombuds the UCSB Ombuds Office models after a "classical" model. A classical ombuds is a public sector office established by the legislative branch of government to monitor and regulate the administrative activities of the executive branch. The Academic Senate represents the legislative branch of the UCSB system.

The first Ombudsman, Geoffrey Wallace, was selected by a panel representative of the office's constituencies, faculty, staff, undergraduates and graduate students, and his appointment was approved by then-Chancellor Vernon Cheadle. Geoffrey had been an undergraduate at UCSB, majoring in Philosophy and Anthropology (he has since received his doctorate in Sociology), was actively engaged in social concerns, and was one of the original members of the Isla Vista Community Council and of the I.V. Municipal Advisory Council. At the time the Office was established, UCSB had 12,000 students, and the Office had one Ombudsman, one clerical support person, and a budget of just under $20,000. Geoffrey Wallace still serves the community as University Ombudsman.

- Which office do you answer to?
  Our "control point" is the Executive Vice Chancellor's office. This office initials time cards and signs off on travel requests. We also answer to the Ombuds Advisory Council. A group made up of faculty, undergraduate students, and a graduate student. In that the Academic Senate wrote the charter for this office I imagine we are accountable to them as well.

- What is your greatest accomplishment?
  Survival. Transcending the odds, rising above the circumstances, and having the courage to choose the path of most growth.

- Do you have a vision for the future of ombuds?
  I don't know if it is so much of a vision, but more of a lengthy to do list which illustrates what I'd like to contribute to the field of ombudsing: finish the three papers I'm working on, continue to carve out new works for the Ombuds Oral History Project, develop an ombuds training manual & training seminar, expand the case study project, contribute to fostering a better understanding of the function, process, and structure indicative to different categories and types of ombuds, work on a doctorate in the area of ombuds scholarship, travel and help others start ombuds offices from the ground up, be open to whatever else comes my way.

  Things I'd like to see in the future outside of my personal work include: The California Caucus of College and University Ombuds continuing to meet at Asilomar annually. The conference well documented and select transcripts made available online as a learning resource. The Caucus Journal published as an anthology which is found in the library of every major university. Increased interaction between different ombuds communities that results in increasing standards of excellence/knowledge within the ombuds profession.

  I also hold the vision of alternative dispute resolution becoming a major within Political Science Departments with an emphasis in ombudsing offered. Peer ombuds groups join the

efforts of peer mediators in high shools. An international ombuds is appointed and joins a team of international alternative dispute resolution practitioners to problem solve for acts of injustice/unfair processes against humanity and the environment, and progress is made toward problem solving for world peace.

- What education/events/readings have helped to shape your practice?
  Education: Mediation Certification through Kenneth Cloke's training center in Santa Monica.
  Conferences: Attending the CCCUOA annual Asilomar conference.
  Mentoring: Support & guidance from Geoffrey Wallace (day to day practice), Geoffrey Stearns (observation, co-facilitation), Michael Chennault (mentorship & ombudsing reflections), Jan Schonauer (case study project), Stanley Anderson (oral history project), and Lois Price Spratlen (writing project)
  Readings: All & everything I could get my hands on. I particularly enjoyed reading the Cal Caucus Journals, Mediating Dangerously by Kenneth Cloke, The International Ombudsman Anthology, The collection of 5 articles in the 2000 Negotiation Journal devoted to ombudsing, Getting to Yes by Fisher and Ury, The International Handbook of the Ombudsman edited by Gerald E. Caiden, The Center Magazine's article "Ombudsman on the Campus: A discussion with Geoffrey Wallace, and UCOA's *The Ombuds Handbook.*
  *Events: Living my life with a passion for peace and a desire to live a life of integr*ity.

- What do you find rewarding about the work?
  Seeing those who enter the office crying leave smiling and full of hope. Knowing that my practice contributes to the process of peace and to the betterment of humanity. The learning, endless learning. The growing, endless growing.

- What do you find challenging about the work?
  Starting from a place of ignorance and carving out an understanding of the practice.

- What is the single most important tool that you utilize in your work?
  It is a triple tie breaker between picking the brains of my colleagues in debriefings, listening skills, and a balance between creative & analytical problem solving skills.

Jack Kelso, Faculty Ombuds, University of Colorado at Boulder
http://www.colorado.edu/Ombuds/press.html

- How did you come to be an ombuds?
  After I retired the Chancellor established a new Faculty Ombuds Program and the Boulder Faculty Assembly put my name forward as a person they would like to see in the job. The Chancellor agreed.

- What is your educational background?

I have a Ph.D. in Anthropology.

- How many years have you worked as an ombuds?
  5 years (as of 2002)

- Which community do you serve and how large is it?
  Faculty, approximately 4,000

- When was your office established and how did it come into existence?
  The office came into being 5 years ago. The group that represents faculty interests, the BFA, passed a resolution asking the Chancellor to create an Ombuds Program specifically for use by the faculty.

- Which office do you answer to?
  Hard to say. As a retired faculty I don't really answer to anyone. Administratively we are located in the Ombuds Office, and we tend to work with the Director of that Office.

- What is your greatest accomplishment?
  I can't claim any GREAT accomplishments but I am pleased to be able to use my many years of service to the University in a way that helps faculty.

- Do you have a vision for the future of ombuds?
  I'm not sure it's a vision for the future but I think it is likely that ombuds programs specifically for faculty will become more and more common while at the same time the faculty's enthusiasm for such programs will wane. The former is likely because faculty ombuds programs are regarded by administrators as ways of reducing lawsuits, the latter because faculty assume that ombuds programs will help them get what they want. Faculty, in other words, think of ombuds as having the authority of classical ombuds when in fact what they have is neutrality as their strongest asset. We don't serve to help one side prevail over the other but that is what many faculty expect of us.

- What education/events/readings have helped to shape your practice?
  The mediation training at CDR was a mind blower to this old ombuds. I thought the work would call upon me to be a kind of avuncular sage, but I learned some simple things in the training that lead me to do the work better. Just distinguishing interests from positions changed my way of thinking about conflict.

- What do you find rewarding about the work?
  The chance to put my training as an anthropologist to useful work in a context outside the profession.

- What do you find challenging about the work?
  Avoiding the temptation to favor one side over the other.

- What is the single most important tool that you utilize in your work?

Neutrality

Noor Khan, Ombuds, University of Chicago

- How did you come to be an ombuds?
  The selection process is done by a closed committee of student, faculty and administration. After applications and letters of interest are collected, this committee conducts two interviews with each candidate and makes a recommendation to the president. The president then appoints the ombudsperson based on their recommendation.

- What is your educational background?
  I am currently a graduate student in the Department of History. I received my bachelor's degree from the University of Chicago in 1992, my masters in 1994, and am currently finishing my dissertation.

- How many years have you worked as an ombuds?
  Only one. Our office is called the Student Ombudsperson's Office, and being a student is a requirement of the job. The President appoints the Ombudsperson and an Assistant Ombudsperson for a one-year term, although it is not unusual for the Assistant Ombudsperson to become the Ombudsperson the following year.

- Which community do you serve and how large is it?
  I serve the University of Chicago Community (Faculty, staff, students, parents, administrators, hospital staff, patients, and often members of our neighborhood, Hyde Park). However, our mandate is as the Student Ombudsperson. We have over 8,000 graduate students, 4,000 undergraduates, 2,000 faculty members and over 12,000 employees of the University.

- When was your office established and how did it come into existence?
  *The Provost (at the time Edward Levi) established our office in 196*8.

- Which office do you answer to?
  The Office of the President.

- What is your greatest accomplishment?
  Identifying major systemic breakdowns that affect people on an individual level. We have advocated student positions this year in cases in which the head of a department was intimidating the students against speaking openly about their complaints concerning the curriculum. We have publicized flaws in the financial aid system, and this allowed certain students to remain at the University. There are numerous others.

- Do you have a vision for the future of ombuds?

I hope that we are able to create a continuum of experience in this office. It is difficult with only two people that are both on one-year terms, however I believe that we can forge a stronger relationship with other divisions in the University and become a more widely used tool for community members.

- What education/events/readings have helped to shape your practice?
  We have relied mostly on advice carried down from the previous Ombuds and administrators.

- What do you find rewarding about the work?
  Seeing the affect on individuals and making a contribution to the University. It's nice to see that the University needs me as much as I need it.

- What do you find challenging about the work?
  Being both an employee for the administration and an advocate for student interests. It can be difficult to remain neutral in cases and it often feels as though you are everyone's enemy.

- What is the single most important tool you utilize in your work?
  The computer (besides our reasoning skills?)

Shelley Lancaster, Ombudsperson, McMaster University

http://mirr.whnet.edu.cn/www.mcmaster.ca/ombuds/

- What is your educational background?
  I have a Masters in Law in Alternative Dispute Resolution

- How did you come to be an ombuds?
  While I was taking my Masters I did some research on the role of Ombudsmen in ADR systems. I met a couple of educational ombuds and when a job became vacant in the field, I applied.

- How many years have you worked as an ombuds?
  Four years (as of 2002)

- Which community do you serve and how large is it?
  I serve students, staff and faculty. We have approximately 17,000 students, 1,500 faculty and the same number of staff.

- When was your office established and how did it come into existence?
  The Office was established in the 1970's by the Student Union. Joint funding for the Office by the Student Union and the University only started four years ago when I took the job.

- Which office do you answer to?
  The President of the University and the President of the Student Union.

- What is your greatest accomplishment?
  The work I do on individual files.

- Do you have a vision for the future of ombuds?
  I feel that the ombuds concept is continuing to evolve and is just starting to be understood by the public. I am glad that the concept is being tested in different settings to see where it does/and doesn't work.

- What education/events/readings have helped to shape your practice?
  I have done extensive reading in ADR theory as part of my Masters. Howard Gadlin's and Deborah Kolb's work has influenced my practice. I continue to learn at each ombuds conference I attend.

- What do you find rewarding about the work?
  Helping individuals figure out how to solve their own problems and do it well. I love working with young people.

- What do you find challenging about the work?
  I find this job very isolating and at times, emotionally draining. I lack the counseling background that I think would be an asset here.

- What is the single most important tool you utilize in your work?
  Listening well.

Larry Lunsford, University Ombuds, Florida International University

http://www.fldcu.org/asa/ombuds.asp

1. I became the ombudsperson in December, 1998. The Florida Board of Regents had passed a resolution requiring that all ten state universities have a student ombudsperson. Our first ombudsperson was in the position about a year before leaving to attend graduate school full-time. I had been the director of student activities for eight years, and the then Vice President for Student Affairs asked if I would like to do something different, and I said yes, and I became the ombudsperson.

2. I have a BS in communications (journalism) from the University of Tennessee (1974), MS in college student personnel administration from Indiana University (1977), and a Ph.D. in higher education administration from the University of Pittsburgh (1983).

3. I have worked as ombuds for three and a half years.

4. I serve only the student community. Our enrollment is 33,000, and I am available to any student. Although I do not "officially" serve faculty, staff, administration, parents, and the general community, I do answer inquiries and make referrals when I get them from those individuals.

(When was your office established)
5. It was established by the Florida Board of Regents about 1997.

(Who do you report to?)
6. I report to the Vice President for Student Affairs and Human Resources.

7. In general, assisting many students to get around and/or over roadblocks that have hampered their matriculation.

8. My vision is for the office to become bigger and better known. I was a one-person operation until a month ago when two current staff members were assigned to help with student cases. I am also the Assistant Vice president for Student Affairs, and the ombudsperson role is only about half of my job time.

9. Nothing in particular has helped to shape my practice. Just remaining current with issues, trends, and legal aspects of higher education has somewhat helped.

(What do you find rewarding about the work?)
10. I find the mere fact of helping someone in need who has no where else to turn rewarding in itself.

11. The most challenging part is cutting through red tape and dealing with close-minded and difficult administrators, faculty, and/or staff.

12. The single most important tool I utilize in my work is patience. A close second is persistence.

Tom Sebok, Ombuds, University of Colorado at Boulder

http://www.colorado.edu/Ombuds/

- How did you come to be an ombuds?
  I was told about a vacancy for the Associate Ombudsman position at UCB in 1990 by my friend Susan Hobson-Panico. When she told me about it, Susan held the position, University Ombudsman. However, by the time I interviewed for the position, Susan had moved to the role of Interim Vice Chancellor for Student Affairs.

- What is your educational background?
  BA in Sociology from the University of Delaware - 1974
  M.Ed. in College Counseling and Student Personnel Administration from the University of Delaware - 1976

- How many years have you worked as an ombuds?
  Almost 12 years. My anniversary date is a little over a month away.

- Which community do you serve and how large is it?
  I serve the entire university community (students, staff, faculty, and Administration).

- When was your office established and how did it come into existence?
  I believe our office was established in the early 1970's.

- Which office do you answer to?
  The Office of the Provost.

- What is your greatest accomplishment?
  Helping to start the first Restorative Justice program in the U.S. at a major university.

- Do you have a vision for the future of ombuds?
  My vision for the near term includes our gaining state-wide shield laws legally guaranteeing ombuds confidentiality and developing a common "language" for measuring what we do so that legitimate comparisons can be made between the work of ombuds at different institutions. For the long-term, my vision is that the ombuds concept will spread to more institutions of higher education and gain legitimacy in higher education as a useful and important alternative for managing and resolving conflicts and promoting justice within institutions employing ombuds.

- What education/events/readings have helped to shape your practice?
  ** Fisher and Ury's Getting to Yes*
  ** Chris Moore's The Mediation Process*
  ** Mediation training at CDR in Boulder, CO*
  ** Participation in workshops at UCOA and Cal Caucus conferences*
  ** Readings in the Journal of the California Caucus of College and University Ombuds*
  ** Interactions with experienced ombuds such as Mary Rowe, Howard Gadlin, Geoffrey Wallace, Ron Wilson, Ella Wheaton, and Bob Shelton*
  ** Real life experiences with being deposed in court cases and arguing (successfully) that I should not have to testify due to the "ombuds privilege"*
  ** Restorative Justice trainings in Facilitating Community Group Conferences*

** VISIONS, Inc. Multicultural Training*
** Counseling the Culturally Different (by Sue and Sue)*
** Multicultural Counseling course at the University of Colorado at Denver*
**Numerous articles by Mary Rowe*

- What do you find rewarding about the work?
  Helping people find ways to heal their relationships and to find their own solutions to problems that, prior to their coming to the Ombuds Office, seemed overwhelming and unmanageable to them.

- What do you find challenging about the work?
  Helping some people avoid the tendency many people exhibit to want to "win" and "be right" and to make others "lose" or "be wrong" - rather than to seek ways of managing or resolving disputes that allow others to "save face."